

Inspection date

Previous inspection date

12/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Partnerships with parents are highly successful and support children to settle well. The childminder is effective in sharing information about children's learning with parents, which enables them to continue the learning at home.
- The childminder promotes safeguarding competently. Children feel safe and develop good emotional attachments to her. They are happy and settled in this welcoming childminding environment.
- Children make good progress because the childminder has good teaching skills and plays and talks with them effectively throughout the day. They enjoy their time with her because she provides interesting activities and resources.
- Children are cared for by a competent, caring childminder who has a strong passion to improve her provision and support children's learning and development.

It is not yet outstanding because

- Opportunities for children to learn about things that grow and change are not fully promoted in order to enhance their understanding of the world.
- There is scope to enhance the opportunities for children to develop further their self-awareness. For example, by displaying photographs of children and their families.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector carried out a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged one and three years in a house in the Walkden area of Manchester. The whole of the ground floor, one bedroom on the first floor and the rear garden is used for childminding. The family has a cat as a pet. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools. There are currently three children on roll; one of whom is in the early years age group and attends for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to develop their understanding of growth, decay and change over time, for example, through taking care of a flowerbed or growing vegetables
- enhance children's awareness of themselves and their families, for example, by displaying photographs of families and other special people.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder undertakes observations of children, which gives her information about children's abilities. She uses the observations and good teaching skills to plan activities to support all children to make good progress in their learning from their starting points. The good system in place for monitoring children's progress enables the childminder to quickly identify where there may be gaps in children's development. She targets support where it is needed the most and proactively works with parents to enable them to continue the learning at home. She develops strategies to support children with special educational needs and/or disabilities, which creates an inclusive environment. The childminder undertakes the progress check for children between the ages of two and three years jointly with the health visitor, in order to ensure children's individual needs are met.

The childminder works with parents and together they identify what children can already do. This provides a good foundation upon which she provides initial activities. Children are

developing a good understanding of the world around them because they celebrate festivals, such as Chinese New Year where they learn about different cultures. However, there is scope to extend children's understanding of growth, decay and changes over time. For example, by growing and caring for plants and vegetables. The childminder supports children's skills in problem solving as she works with them to construct the train set.

The childminder supports children to recognise they are different to others by encouraging them to name parts of their body, which they correctly identify. However, there is scope to extend children's self-awareness further, for example, by displaying photographs of the children and their families, so children can recognise people who are important to them. The childminder gives a running commentary as children play and sings songs with them, which supports children's communication skills. She supports children to put the shapes in the shape sorter and names the shapes as they do it, developing their problem-solving skills and dexterity. Children develop their physical skills as they use a range of tools for painting. They experiment with the marks they can make, developing their early writing skills. The childminder praises the children, developing their confidence and self-esteem. She names the colours of paints as she puts them out and the animal shape sponges they use, further supporting children's language development. Therefore, children are developing the skills required for their next stage of learning.

The contribution of the early years provision to the well-being of children

Good relationships have been established between the childminder and children. Some children are a little unsettled in the presence of a stranger and are reassured by the comfort the childminder offers. The childminder works very well with parents to ensure children's care needs are met. She adapts the settling in procedure to individual children's needs. Parents and children spend some time together with the childminder at the beginning until the childminder gets to know the children well. This supports children to transition into the setting easily.

Children are independent because they have a good range of resources available at their height, which enables them to select where and how they want to play. Children can take risks on the outdoor climbing frame where they negotiate height and develop their understanding of how to keep themselves safe. The childminder has accessed behaviour management training and uses her knowledge well to support the good behaviour of children. For example, she offers lots of praise and gives children explanations of the consequences of their actions.

Children have free access to the outdoor area so they play in the fresh air regularly, which promotes good health. The childminder provides the children with a varied and balanced diet that meets their individual needs in order to promote a healthy lifestyle. The childminder gives the children choices of what they would like for their snack, which builds their confidence. She talks about food making them big and strong and gives good support for them to develop more language and understand about healthy lifestyles. Children are developing an understanding of the importance of good hygiene as the childminder cleans the children's hands before they eat using individual face cloths to minimise the risk of cross infection.

The effectiveness of the leadership and management of the early years provision

The childminder has prior experience of working within safeguarding and uses her prior experience to develop her service. She has an excellent knowledge of the signs and symptoms of abuse and is clear on the procedure to follow if she is concerned about a child in her care. The childminder has clear safeguarding policies in place, which she shares with parents when children first start at her setting. Therefore, should a concern arise about a child's welfare, the childminder is able to take swift action. Safety is given a high priority because the childminder has a checklist in each room to remind her of the measures in place to minimise risks. This contributes towards keeping children safe.

The childminder holds an appropriate early years qualification at level 5, which gives her a good knowledge and understanding of how children learn and develop. The childminder has accessed several professional development courses, which have supported her in developing her practice. For example, the childminder accessed training on the progress check for children between the ages of two and three years and has since developed an effective system for undertaking the summary of development. The childminder has accurately identified the strengths and weaknesses of the setting and has developed priorities for improvement. Therefore, the childminder demonstrates capacity for continuous improvement.

The good tracking system has enabled the childminder to monitor the educational programme and identify where children require extra support. Where concerns about children's development have arisen, the childminder has worked effectively with parents and other professionals to meet the individual needs of the children. The childminder demonstrates a good knowledge of how to work with other providers of the Early Years Foundation Stage to create a consistent approach, should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY474948
Local authority	Salford
Inspection number	956736
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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